

### Week 1

**English:** Focus on developing pupils' ability to plan and write an informal letter by organising events clearly, using appropriate language and structure, and then improving their work by checking and up-levelling punctuation and grammar before producing a final published version.

**History:** LO: I can place the Ancient Greek civilisation on a timeline and describe where it was located.

The Ancient Greek civilisation began around 3000 BC and lasted until 146 BC, when Greece became part of the Roman Empire. Ancient Greece was located in southern Europe, made up of a mainland, many islands, and parts of the coastline around the Aegean Sea. The geography was mountainous, which affected travel, trade, and the development of separate city-states. Key place names such as Greece, Athens, Sparta, and the Mediterranean Sea should be recognised and located on a map.

### Week 2

**English:** Pupils will explore a range of famous Greek myths, understand the structure of an adventure myth, and develop their ability to describe characters' thoughts and feelings. They will also learn how to use direct and reported speech, as well as "show not tell" techniques, to make their writing more engaging and detailed.

**History:** LO: I can describe how Athens and Sparta were different and explain why they were important city-states.

Ancient Greece was not one united country but a collection of independent city-states, each with its own laws and way of life. Athens and Sparta were two of the most important and powerful city-states, but they were very different. Athens is known for the development of democracy, education, philosophy, and the arts, although only free men could take part in democratic decisions. Sparta focused on a military lifestyle, discipline, and strength, with boys trained as soldiers from a young age.

### Week 3

**English:** pupils will develop their writing skills by using parenthesis and varying sentence lengths to create interest. They will then plan their own adventure myth inspired by Perseus and apply these skills as they write the opening, build-up, and dilemma of their story.

**History:** LO: I can explain what the Ancient Greeks believed and why myths were important to them.

The Ancient Greeks believed in many gods and goddesses (polytheism), who they thought controlled different aspects of life and nature, such as weather, love, war, and wisdom. The gods were believed to live on Mount Olympus, and important gods included Zeus, Hera, Athena, Poseidon, and Ares. Myths were stories used to explain natural events, teach lessons about behaviour, and help people understand the world. Myths were passed down orally and later written, and that they were an important part of Greek culture, religion, and everyday life.

### Week 4

**English:** pupils will complete their adventure myth by writing the resolution and ending, before improving their work by checking and up-levelling punctuation, grammar, and descriptive devices. They will then produce a final published version of their myth.

**History:** LO: I can identify key Ancient Greek achievements and explain how they influence our lives today.

The Ancient Greeks made important achievements that still influence the modern world today. These include democracy, the Olympic Games, philosophy (such as the ideas of Socrates, Plato, and Aristotle), architecture (columns and temples like the Parthenon), theatre, and advances in science and mathematics. Many modern ideas about government, sport, buildings, and learning can be traced back to Ancient Greece.

### Week 5

**English:** pupils will explore a range of poems and myths, understand the structure of rhyming poetry, and develop their writing by using "show not tell" and varying sentence lengths for effect. They will then apply these skills to plan their own poem inspired by Greek mythology.

**History:** LO: I can describe what everyday life was like in Ancient Greece using historical evidence.

Life varied depending on wealth, gender, and where people lived. Most people lived in simple homes and worked as farmers, traders, or craftsmen. Children learned skills at home, with boys receiving formal education in some city-states. We can use historical evidence, such as artefacts, buildings, pottery, and written sources, to find out about food, clothing, housing, work, and leisure. Evidence helps historians make informed guesses about the past.

### Week 6

**English:** To support pupils in writing a rhyming poem by composing the first two verses and then the second two verses, before refining their work by checking and improving punctuation and grammar. They will then produce a final published version of their poem.



## Ancient Greeks: What legacy did the Ancient Greeks leave behind?

### English

#### Genre Revision:

- Narrative: Adventure Myth
- SPaG: Direct and reported speech, vocabulary for effect, sentence length for effect dialogue, show not tell, range of punctuation,

#### Class Read:

- Orchard book of Greek Myths



### Maths

- Shape
- Position and direction
- Decimals



### Science: Living things and habitats

- describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.
- describe the differences in life cycles of a mammal, an amphibian, and insect and a bird.
- describe the life process of reproduction in some plants and animals.
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### Computing – Vector drawing

- identify that drawing tools can be used to produce different outcomes.
- create a vector drawing by combining shapes.
- use tools to achieve a desired effect
- recognise that vector drawings consist of layers of objects.
- group objects to make them easier to work with.
- apply what I have learned about vector drawings.



### Outdoor PE- cricket

- Develop stopping, catching and throwing skills under the pressure of a competitive situation.
- Improve accuracy and introduce grip and stance
- Perform an overarm bowling action using the correct technique
- Combine batting, fielding and bowling skills to be successful in a game situation.

### Indoor PE - Swimming



### Religious Education – Stories of Christianity

- To explore the themes of the Bible and identify familiar stories.
- To explore the story of Ruth and Naomi.
- To explore the story of Daniel and relate this to religious persecution today.
- To explore the parables of Jesus.
- To find out about Christian baptism through the story of John the Baptist.
- To find out about Paul and the early church

### PSHE – Being my Best (SCARF)

- It all adds up!- Know the basic functions of the four systems covered and know they are inter-related.
- Different skills- Identify their own strengths and talents;
- My school community (2)- Explain what being part of a school community means to them;
- Independence and responsibility- Identify people who are responsible for helping them stay healthy and safe;
- Star qualities?- Describe 'star' qualities of celebrities as portrayed by the media;
- Basic first aid, including Sepsis Awareness- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Art – Interactive installation

- identify and compare features of art installations.
- investigate the effect of space and scale when creating 3D art.
- problem-solve when constructing 3D artworks.
- plan an installation that communicates an idea.
- apply their knowledge of installation art and develop ideas into a finished piece.

### Design Technology (Summer 2)

### MFL – Spanish

The Classroom (Language Angels – intermediate)

- Remember and recall 12 classroom objects with their indefinite article.
- Replace an indefinite article with a possessive adjective.
- Say and write what they have and do not have in their pencil case.

### Music – Summer 2